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ABSTRACT

This survey describes the organizational structure of Canada's public institutions for preschool, primary, secondary, university, adult and technical education. General information is presented concerning teacher qualifications, school organization, higher education, and school financing. Major emphasis is on the provincial government which has the autonomy to legislate and administer education policy, standards, teacher training programs, curriculum, textbooks, and guidelines for trustees. A summary is included of varying procedures throughout the provinces regarding school age requirements, grade structure, promotion, school calendar, and such special programs as bilingual instruction in English and French, Cathclic and non-Catholic schools, and curriculum innovation. It is noted that local education boards have the delegated authority to operate schcols directly and to provide funds with provincial and federal assistance. The survey shows, however, that the federal government has jurisdiction over education programs for Eskimos, Indians, inmates of federal penitentiaries, and dependents of members of Canadian Armed Forces. Listed are 20 federal departments or agencies and 10 national organizations involved with education in Canada. Appendices contain: an organizational chart of Department of Education, Alberta; addresses of all provincial Departments of Education; and a list of 37 current publications available from the Educational Division, Dominion Bureau of Statistics. (JSB)

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No. 45
(Revised January 1970)

THE CANADIAN SYSTEM OF EDUCATION

(Prepared by Dr. William H. Lucow, Education Division, Dominion Bureau of Statistics.)

Part I

General Comments

Provincial Autonomy

In 1867, the British North American colonies that entered into Confederation insisted, as a condition of union, that education be strictly a provincial matter. Section 93 of the British North America Act, which provided that educational legislation should be the exclusive responsibility of each provincial government, applied originally to New Brunswick, Nova Scotia, Quebec and Ontario. It was applied in the same or in a slightly altered form to the provinces that subsequently entered Confederation: Manitoba (1870); British Columbia (1871), Prince Edward Island (1873), Saskatchewan and Alberta (1905), and Newfoundland (1949).

In Canada today, the provinces are responsible for the education of all persons except Indians, Eskimos, children in the territories, inmates of federal penitentiaries and children of members of the Armed Forces on National Defence stations. The Federal Government, which is responsible for these groups, also provides grants to each province to be divided among its universities and other post-secondary institutions, and participates to a considerable extent in informal education. It makes grants in aid for research personnel and equipment that assist educational institutions indirectly.

The development of the Canadian educational enterprise under the auspices of the provincial governments has produced a school system second to none throughout the world. There is equality of educational opportunity, and the illiteracy rate is so small as to be considered non-existent. For all who have been to school, whether they have completed their course or not, there are post-secondary and post-school educational opportunities of which many have taken advantage. In 1968-69 the total enrolment in formal post-secondary institutions was about 400,000 (not including the many thousands in non-credit

Sp 000 823

adult education courses). The effect of this continuing educational opportunity is one of constant improvement and development of the individual to the limit of his capacity. Newcomers to the country join readily in this educational resource and take advantage of the opportunities presented.

Provincial Education Departments

Educational organization, policies and practices differ from province to province. Each province has a department of education headed by a minister who is a member of the cabinet. Ontario has, in addition, a Department of University Affairs under its Minister of Education. Each department is administered by a deputy minister, who is a professional educationist and a public servant. He advises the minister, supervises the department, gives a measure of continuity to its policy and in general carries out that policy and is responsible for enforcing the public school act.

A typical department of education includes the following additional members: a chief inspector of schools and his staff of local inspectors; directors or supervisors of curricula, technical education, and teacher training; a registrar of examinations and teacher certification; and other officials in charge of guidance, audio-visual education, correspondence education, and adult education.

The department of education undertake among other things to provide:

(a) supervisor services to ensure maintenance of standards;
(b) training and certification of teachers;
(c) courses of study and prescribed or approved textbooks;
(d) financial assistance to local school-boards for the construction and operation of schools;
(e) regulations for the guidance of trustees and teachers.

The Department of Education in Alberta may be considered a model of existing provincial organization.(1)

Local Units of Administration

In all provinces, school laws provide for the establishment and operation of schools by local education boards, which operate under the public schools act and are held responsible to the provincial government and resident ratepayers for the actual operation of the local schools. Through the delegation of authority, education becomes a provincial-local partnership, with the degree of centralization changing from time to time.

From the earliest times, the provincial departments delegated authority to publicly elected or appointed boards, which functioned as corporations under the school acts and regulations. These boards were expected to establish and maintain a school, choose a qualified teacher, prepare a budget for the annual meeting of ratepayers and present it to the municipal authorities.

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(1) See Appendix I.

As towns and cities developed, the original boards remained as units but provision was made in the acts for urban school-boards with more members and generally with a responsibility for both elementary and secondary schools, though in some districts separate boards are still to be found. In recent years, there has been a trend in rural and adjoining town areas to amalgamate boards into larger units of administration, particularly for secondary schools.

Teachers

Candidates for elementary teacher certificates in all provinces must have a minimum of high-school graduation and at least one year of professional training in a faculty of education or a teachers' college. The training usually consists of professional and academic courses and some time spent in practice teaching. Secondary-school teachers are generally university graduates who have taken an additional year in a college of education or who have graduated with a year in education. The trend is for the government departments of education to give the universities the responsibility for training elementary as well as secondary-school teachers. Teachers' colleges now exist apart from universities in only four provinces. In eight provinces for which data are available, about 11 per cent of those in elementary schools and 74 per cent of those in secondary schools have university degrees.

School Organization

Kindergartens are a part of the public elementary-school system in most large urban centers; some are included in private schools and many are privately operated. Most kindergartens accept only five-year-olds, but a growing number are accepting four-year-olds. There are some nursery schools for children from three to five years of age, also mainly privately operated.

The majority of elementary-school and secondary-school pupils in Canada are in public schools. Less than 4 per cent attend private schools. Each September, most six-year-old Canadian children enter an eight-grade elementary school. At about 14 years of age, nearly 90 per cent of these enter a regular four-or-five-year secondary school. From the graduates at this level, a limited number, about 13 per cent of those who began school, go on to college or university, where rather more than half of them pursue a three-or-four year program leading to a bachelor's degree in arts or science. The remainder enrol in various professional courses such as commerce, education, engineering, law, medicine and so on.

The 8-4 plan leading from Grade 1 to university has been modified from time to time in all provinces and there are a number of variants to be found in Canada. For example, in some parts, at the beginning of the system, one kindergarten year has been added, and sometimes there are two. In other places an extra year has been added to the high school, providing five rather than four years of secondary schooling. Junior high schools have been introduced and the resulting organization changed to a 6-3-3 or 6-3-4 plan. A fairly recent innovation is the establishment of junior colleges, in which at least one or two years of high school and the first one or two years of college are given. Some of these institutions offer vocational as well as academic programs. In the Province of Quebec such schools are referred to as CEGEPs.

Historically, the secondary school was predominantly academic, preparing its students for entry to university. Until recent years, vocational schools were limited almost entirely to the larger cities. Today, besides commercial and vocational high schools, there are increasing numbers of composite and regional high schools that provide courses in home economics, agriculture, shopwork and commercial subjects, as well as the regular academic courses. The number of subjects offered has also greatly increased and the number of options available provides a wide choice for pupils with different abilities and aims. Considerable emphasis has been placed on music, art, physical education, guidance and group activities, but not at the expense of the basic subjects which provide a general foundation.

Interest is increasing in the education of exceptional children. In many cities there are classes for the hard-of-hearing, the partially blind, and others physically and mentally handicapped, and there are a few for highly-gifted students.

Vocational and Technical Education

Vocational and technical education at both the secondary and post-secondary levels has grown considerably in the past ten years. Some 65 institutes of technology offer courses of from one to four years, with junior matriculation or the equivalent as the minimum qualification for entrance. Graduates from these institutions, commonly called technicians, fall between university-trained scientific personnel and skilled labor. More than 30 trade and vocational schools, mostly in Quebec and Ontario, provide either complete post-secondary courses or the first year or two of such courses.

Most regular secondary schools provide a limited number of options in such subjects as agriculture, home economics, shorthand and typing. Vocational, technical and commercial high schools are an integral part of the high-school systems of some provinces. Composite schools, whether urban or regional, usually provide several optional programs (in academic or technical subjects, agriculture, home economics and commerce), and may allow individual students to choose courses from different programs.

Provincial trade-schools and institutes of technology are operated by the provinces to complement the work undertaken in vocational high schools. Some of these are clearly post-secondary institutes with courses designed to prepare highly-skilled technicians for a variety of fields. Others are essentially trade-schools offering six-week to two-year courses, mostly at the secondary level. Some schools of this kind offer a wide range of courses, from engineering technology to stenography, and from business-machine operation to cooking.

Private trade-schools provide a wide variety of courses in such subjects as beauty culture and diesel engineering; they prepare students for occupations as different as postal clerk, musician or welder. There are over 225 private business colleges that train typists, stenographers, bookkeepers, office-machine operators, secretaries and other. Most offer part-time and evening courses as well as full-time day courses, and a few offer correspondence courses.

Nursing education is provided in post-secondary schools of nursing attached to the larger hospitals, some 20 of which are attached to universities. Advanced training is available at several universities.

Higher Education

Most students enter a university after completing 11 to 13 years of elementary and secondary schooling. In from three to five years, courses of instruction lead to a bachelor's degree in arts, pure science and such professional fields as engineering, business administration, agriculture and education. Courses in law, theology, dentistry, medicine and some other subjects are longer -- usually requiring for admission part, or all, of a first degree course in arts or science. For those pursuing graduate studies and research, the second degree is the master's or licence -- at least one year beyond the first degree -- and the third is the doctorate, normally requiring at least two additional years beyond the second degree.

Adult Education

Many opportunities are provided for further academic, vocational and cultural experiences beyond the regular full-time school-system, and large numbers of adults return to regular full-time classes in secondary schools, special schools and post-secondary schools to upgrade and advance their education. Each province has developed its own programs, operated by a local school-board, provincial schools and institutes, universities, and voluntary and private organizations at national, provincial and local levels.

Many public and private institutions and organizations also sponsor informal public lectures, film-showings, guided tours, musical and dramatic performances and similar activities of an educational nature for adults. Workshops, conferences and residential adult education, as well as regular courses, help prepare those who staff these activities.

Financing Canadian Education

The percentage of Canada's gross national product directed to education rose from 1.5 in 1944 to an estimated 9.0 in 1969. The Federal Government makes grants for provincial trade and technical schooling, university education, and for a variety of manpower programs. The provincial governments have provided the local school districts with either flat or incentive grants and special grants. Recently, several have adopted some sort of foundation program under which a minimum level of services is guaranteed after local authorities have applied the proceeds from a tax on an equalized assessment, the province making up the balance. A school district may levy to provide additional services.

In keeping with the provincial responsibility for academic, elementary and secondary education, as specified in the BNA Act, the cost of basic education for children of school age is borne by provincial, municipal and local administrations. The Federal Government contributes to some vocational training in the high schools and much of the post-secondary vocational training, and shares substantially in higher-education costs.

The Federal Government pays the entire costs of educating Indians and Eskimos, members of the Armed Forces and their children, and some dependent children of the war dead and of veterans.

Since 1964, a special program of federal loans to university students provides up to $1,000 a year to individual students, free of interest until after graduation.

Part II

Regional Characteristics of School Systems

The provinces, though independent in educational administration, may be grouped regionally for a better appreciation of their education systems.

Atlantic Provinces

(a) Newfoundland and Labrador (Nfld)
(b) Prince Edward Island (P.E.I.)
(c) Nova Scotia (N.S.)
(d) New Brunswick (N.B.)

The creation of the Maritime Union Study has recently quickened the interest in closer co-operation among the Atlantic Provinces. Much useful communication has resulted.

Compulsory school age is from 6 or 7 to 15 or 16, depending on the province, but earlier enrolment is possible in kindergartens. Even younger children are admitted to pre-school programs in Nova Scotia and New Brunswick.

Length of school year is 195 days in three of the provinces. In P.E.I., the school year extends 200 days from the Tuesday following Labor Day until the last Friday in June. The interim period is the annual summer vacation. A 10-day break is given at Christmas and a one-week break at Easter.

Grade organization is the same in Nova Scotia, New Brunswick, and Prince Edward Island: elementary to the end of Grade 6; junior high from 7 to 9; and senior high from 10 to 12. In Newfoundland, elementary may be up to 6 or up to 8 depending on the school, central high from 7 to 11, regional high from 9 to 11, and there are also some junior-senior high schools from 7 to 9 and from 10 to 11.

The area of subject promotion is being looked at on an experimental basis in P.E.I., and will be used as a springboard towards individualized instruction. In Nova Scotia, a pupil who fails to make satisfactory progress in one course but who performs satisfactorily in others is permitted to take the work of the next grade in those courses he has passed. All four provinces are working toward a common organization that will eliminate grade promotion in favor of subject promotion using a "credit" system. A student will carry five or six subjects a year and build up, say, 15 credits in order to be eligible for graduation.

The language of instruction in the schools of the Atlantic Province is English, but in New Brunswick French, as a second language, is compulsory beginning in Grade 5 and optional beginning in Grade 3. French-speaking students form 38 per cent of the student body in New Brunswick, and it is predicted that by 1971 students in French-speaking schools will be able to study every subject in French from Grade 1 to 12.

The matter of university entrance is under intense review in all the Atlantic Provinces. Factors considered at present include (a) high-school marks, (b) school assessment of student, and (c) the APEB (Atlantic Provinces Examination Board) examination results. Newfoundland is withdrawing from the APEB structure in June 1970, and will offer its own provincial examinations at the end of Grade 11.

Central Provinces

(a) Quebec
(b) Ontario

These two giants possess about 64 per cent of the population of Canada. Both have undergone rapid changes in their education systems during the 1960s.

The school system in Quebec operates by virtue of a compromise unique in its kind, arrived at after more than a century of struggle between the two main ethnic groups, French and English. Some seven-eighths of the population are Catholic and, of the rest, the Protestants are the most numerous.

The organization of the non-Catholic schools resembles that of other provinces, and, while, in the past, the Catholic system was modeled to a large extent on the educational system in France, during the last decade the entire system has been reorganized along lines resembling the rest of the Canadian school-systems. Pupils are taught in French in the majority of Catholic schools and in English in the non-Catholic schools, with two or three exceptions. Private organizations finance and administer private schools: elementary and secondary, classical colleges, commercial schools and establishments giving courses at the university level. Public schools depend on local taxes, to which are added provincial subsidies. These are free and accessible to all children of school age.

A most significant change in Quebec school administration occurred in 1964 with the setting-up of a unified public authority at the provincial level: a new Department of Education, with the Minister and Deputy Minister coming from the former Department of Youth. There are two Associate Deputy Ministers, one for the Catholic sector and one for the non-Catholic sector.

A structure for universal post-secondary education in Quebec was completed in 1969. Colleges of general and vocational education, abbreviated CEGEP, began to offer students an extra two or three years of technical training before they went to work or entered university. More than 30 CEGEPs are planned by 1970-71. A new University of Quebec and a new Council of Universities are probably the most important developments since 1968.

In Ontario, while provincial administration is not organized along ethnic lines, a divisional board of education, public-school board or separate-school board may establish and maintain elementary schools or classes in elementary schools, including kindergarten classes, for the purpose of providing for the use of the French language in instruction of French-speaking pupils. For the vast majority of schools in Ontario, English is the language of instruction.

Ontario has a 13-grade system, with provision also for kindergartens and pre-school enrolment. One of the latest developments is the employment of a credit system to cover the former Grades 9-12 leading to the Secondary School Graduation Diploma. This will provide a means to more flexible schedule patterns with a view to greater freedom of student choice within an expanding range of subject offerings, even to the creation of individual timetables for students. A credit is defined as a course successfully completed, normally after 110 to 120 hours of scheduled time. The Diploma (Grade 12 standing) is awarded after the successful completion of a minimum of 27 credits. Grade 13 counts as senior matriculation to university and to teachers' colleges.

Ontario is unique among the provinces in having a Department of University Affairs apart from the Department of Education.

Prairie Provinces

(a) Manitoba
(b) Saskatchewan
(c) Alberta

The history of the development of education in the Prairie Provinces shows why the administrative stuctures are similar. Before Saskatchewan and Alberta became provinces, their schools were administered from Manitoba and their teachers were trained there. In recent years, different political outlooks in these provinces have had an effect on educational administration, though educators in all three continue to press for common approaches and common textbooks in the core school subjects.

In Manitoba, local trustee boards are authorized to administer pre-school, primary and secondary programs; technical-vocational education at the post-secondary level is the direct responsibility of the provincial Department of Youth and Education; and university education is the independent responsibility of the three universities themselves.

In the Manitoba public schools (Grades 1 through 12), promotion is the responsibility of the local school authorities. There has been a movement away from final examinations and toward continuous evaluation. To gain entrance to a university, a student must present evidence that he has standing in at least three examinations of the High-School Examination Board and school standing in at least two others.

Saskatchewan has recently intoduced its plan for a reorganized school-system. The traditional 12 elementary-secondary grades have been replaced by four "divisions", each consisting of three years of school for a student making normal progress. In Divisions I and II, the principle of non-grading, involving the ideas of continuous progress and flexible promotion, has been adopted. Division III programs have been planned to meet the special needs of the 13-15 age-group, with the problems of emerging adolescence. For Division IV, major changes are contemplated in the total scope of courses offered, and in the content and methods used within particular subject areas.

Education in Alberta is under constant review by the province's Commission on Educational Planning, charged with the broad task of predicting what Alberta society will be like educationally, socially and economically during the last third of the twentieth century. Innovations in recent years include: extensive experimentation in programs carried out at the local-school level; modern buildings, incorporating the latest design in instructional facilities; a growing trend towards the semester system and other methods of dividing the school-year; implementation of school television projects; and establishment of a system of community colleges to supplement the universities and other post-secondary institutions.

British Columbia and the Territories

(a) British Columbia
(b) Yukon Territory
(c) Northwest Territories

Details of education programs in British Columbia are similar to those of the most advanced programs in the other provinces. Its central organization of divisions and services includes curriculum, instruction, adult education, university and college affairs, research and standards, home economics, correspondence courses, school broadcasts, visual education, technical and vocational education, community programs, Jericho Hill school for the deaf and blind, and examinations.

A major development for the 1970s, based on the report of the Commission on the Future of the Faculty of Education, is the revision of the academic program and administrative stucture of the University of British Columbia's Faculty of Education. Among the 85 recommendations are such innovations as: adoption of a single five-year Bachelor of Education program: introduction of the "teaching associate" idea, a new Master of Pedagogy degree; and student participation in decision-making at the operational level.

The Yukon Department of Education uses the British Columbia curriculum and pattern of school organization. Since the territory has not attained provincial status, its education policy is controlled by a series of school ordinances issued by the Commissioner of the Yukon Territory. Such ordinances account for teachers' certificates, classification of schools, election of school trustees, general policy (school year, school hours, holidays, language of instruction -- mainly English, religious instruction, kindergartens, etc.), Department of Education examiners, adult occupational training, apprentice training, vocational rehabilitation of disabled persons, fitness and amateur sport regulations, students' grants, and others. Under the Commissioner, education policy is administered by a Superintendent of Schools, two Assistant Superintendents, and three other professional officials.

The Northwest Territories includes the Districts of Mackenzie, Franklin, and Keewatin, a total of 1,300,000 square miles or one-third of the total area of Canada. Of the 30,000 inhabitants, 10,500 are Eskimo, 5,900 Indians, and 13,600 white or Métis. The aim of the territorial government is to provide educational opportunities for northern residents equivalent to those opportunities

enjoyed by fellow citizens in southern Canada.[2]

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(2) For the addresses of provincial and territorial education departments, see Appendix II.

Part III

Federal Departments and Agencies

While education is primarily a responsibility of the provinces, the Federal Government is directly responsible for the education of Indians throughout Canada and for Eskimo, Indian and other children in the Arctic regions, inmates of federal prisons, and members of the armed forces and their children on military bases at home or overseas. In addition, some federal departments concerned with problems of national defence, manpower, social welfare, and vocational training have become involved directly or indirectly in certain education services or have provided education facilities for specified groups. The following incomplete list includes only those departments most immediately concerned:

Department of Agriculture The Information Division edits and issues departmental publications, releases information to the press and radio, prepares motion pictures for screening and television use, and provides exhibits in this field for display at fairs and exhibitions.

Department of External Affairs The Cultural Affairs Division performs a liaison function in matters concerning education with international implications. Thus the direct official link that the United Nations Educational, Scientific and Cultural Organization (UNESCO) maintains with the Federal Government is through this Division. The same may be said for liaison between Canada and the International Bureau of Education. Similarly, Canada's participation in the Commonwealth Education Liaison Committee and the regular Commonwealth Education Conference is organized by the same Division within the Department. As a function of its responsibility for the conduct of Canada's external relations, the Department of External Affairs has been charged with the negotiation and implementation of cultural agreements with foreign countries, which, among other things, provide for academic and scientific exchanges. The Information Division promotes close relations between the Department and the universities in the area of international affairs.

Canadian International Development Agency This office is responsible for the administration of educational and technical assistance on a bilateral basis to other countries. Its divisions include Planning and Policy Co-ordination, Education, Capital Assistance and Technical Assistance.

Department of Finance The Government Finance Division provides information concerning the availability of loans to students under the Canada Student Loan Plan.

Department of Indian Affairs and Northern Development (a) The Education Division of the Northern Administration Branch is responsible for the education of Eskimos, Indians and others in northern Canada. The division operates schools in the Northwest Territories and Arctic Quebec. Its sections include: curriculum, vocational educational school services, school administration, linguistics (Eskimo), and adult education. (b) The Education Division of the Indian Affairs Branch provides schooling for Indian children living within the provinces, from kindergarten through university. Facilities are provided in

either federal or provincial schools. Its sections include education in federal schools, education in non-federal schools, adult education, vocational training, and guidance.

Department of Justice The Inmate Training Division of the Canadian Penitentiary Service is responsible for education and training of penitentiary inmates.

Department of Manpower and Immigration Arrangements are made with provincial governments, private schools and industry itself for training of adult out-of-school individuals. Candidates are directed to the appropriate place of training through the Department's Canada Manpower Centers spread from coast to coast. The arrangements include language-training for immigrants who are not acquainted with either of the two official languages. In addition, the Department of Manpower and Immigration assists the provinces by providing funds for research and development into adult education.

Department of National Defence The Directorate of Dependents' Education is responsible for the provision of education facilities for the dependents of Canadian Armed Forces personnel at overseas bases.

Department of National Health and Welfare This Department has charge of all matters related to the promotion and preservation of the health, social security and social welfare of the people of Canada over which the Parliament of Canada has jurisdiction. Divisions of the Welfare Branch include Family Allowances and Old Age Security, Social Aid, and Unemployment Assistance. The Civil Defence College at Arnprior is the principal civil defence training center in Canada. The Department also provides research grants to institutions of higher education.

The Public Archives The purpose of the Public Archives is to assemble and make available to the public a comprehensive collection of source material relating to the history of Canada. The main divisions deal with manuscripts, maps, pictures, books and storage of dormant government records. The Manuscript Division contains manuscript collections and public records, each arranged in groups including private papers of governors, intendants, explorers and missionaries, as well as a major part of the correspondence of leading Canadian statesmen. A central microfilm unit is attached to the Administration Division. Researchers have access to the Archives on a 24-hour-a-day basis.

Department of Public Printing and Stationery This is a service agency concerned with the distribution of Government of Canada publications. Its functions include: the compilation and issue of monthly, annual, and separate catalogues and price lists; the sale of publications; the distribution of publications to designated depository libraries and to other institutions and persons entitled to receive them free; the maintenance of a complete mailing service for government departments and agencies; and the publication of the Canada Gazette and Statutes of Canada. A branch also has the exclusive agency in Canada for the sale of publications of international organizations such as the United Nations, UNESCO, the Food and Agriculture Organization, the World Health Organization, the Organization for Economic Co-operation and Development,

the International Atomic Energy Agency, the Commonwealth Economic Committee and the Council of Europe.

Public Service Commission of Canada (a) The Language School uses the latest methods and equipment to provide intensive courses in conversational French for selected public servants. (b) The Operations Branch is responsible for the classification of positions, recruitment to the Public Service, and the administration of competitive examinations qualifying for entrance thereto. (c) The Advisory Services Branch studies the present and proposed organization and establishment of departments and agencies, conducts centralized training, and co-ordinates staff training and developing programs throughout the Service. It studies requests for educational leave and supervises the secretariat of the Suggestions Awards Board of the Public Service.

Department of the Secretary of State The Travel and Exchange Division of the Citizenship Branch encourages programs in Canada concerning exchanges among students and young people in general. The recently-created Education Support Branch is responsible for the co-ordination of federal policies of educational support in terms of post-secondary education financing, student aid, and support of research in the universities. The Branch also performs a liaison function among federal departments and agencies and between the Federal Government and the provincial departments of education, institutions of education and education associations. The Language Administration Branch is concerned about financial and technical co-operation with the provinces for their official-languages bilingualism education programs.

Dominion Bureau of Statistics The Education Division collects, co-ordinates and publishes statistics and information on all levels of education, public and private. (3) Beginning in 1970, its sections will be reorganized to deal with: students, personnel, facilities, cultural, research and finance.

Department of Veterans Affairs The Rehabilitation Division offers academic and vocational courses for public servants, members of the Armed Forces, merchant seamen, tuberculosis hospital patients and inmates of penal institutions. Education assistance is given to children of the war dead.

Canadian Broadcasting Corporation With the co-operation of the provincial departments of education, universities and others, the CBC produces radio and television programs at the public school, university and adult education levels.

Canada Council This agency was created by the Government of Canada in 1957 to foster and promote the study, enjoyment of and production of works in the arts, humanities and social sciences. It carries out its task mainly through a broad program of fellowships and grants of various types. With other organizations, it helps the Department of External Affairs implement Canada's cultural relations with other countries and administers, as a separate agency, the Canadian National Commission for UNESCO.

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(3) For current educational publications of DBS, see Appendix III.

Canadian National Commission for UNESCO This body advises the Government, through the Department of External Affairs, on the UNESCO program, provides liaison between UNESCO and Canadian agencies directly concerned in UNESCO's affairs and publicizes the work of UNESCO.

National Film Board This agency produces education slides, film strips and films.

National Research Council The Awards Office provides predoctorate and postdoctorate scholarships in science and engineering and research grants to staff members of universities.

Part IV

National Education Organizations

Local and provincial education associations with similar interests usually establish a national federation with a permanent staff to co-ordinate activities. The following is a partial list of the better-known organizations:

The Canadian Education Association, dating from 1892, is supported by the ten provincial departments of education, by school-boards, and by individual members. It maintains an office in Toronto, publishes the Canadian Education and Research Digest, conducts an information service and maintains liaison among the provincial departments. It is a semi-official organization.

The Canadian Teachers' Federation was established in 1919 by the provincial teachers societies. Its membership today is over 250,000. The CTF, with headquarters in Ottawa, conducts an information service, undertakes research studies and maintains liaison among the provincial associations.

The Canadian Association of Professors of Education draws its members from among the staffs of university faculties of education. It meets annually as part of the Convention of Learned Societies.

The Canadian School Trustees' Association and its constituent provincial associations hold annual conferences, publish professional magazines, and have fostered research in school finance. The CSTA was founded in 1922.

The Canadian Home and School and Parent-Teacher Federation, founded in 1927, holds annual conventions and provides leadership for provincial affiliates.

The Canadian Association of French-Language Educators (ACELF), organized at Ottawa in 1947, is a group of French-language educators at the national level. Existing in the interests of French culture and Catholic teaching in Canada, it is a representative organization that presents its views to provincial and federal commissions and before international associations on education. The association publishes a bulletin, L'ACELF, about four times a year.

The Association of Universities and Colleges of Canada brings together in voluntary association about 58 Canadian institutions of higher learning to foster the development of higher education. Constituted in 1965 by an Act of Parliament, AUCC is the successor to the National Conference of Canadian Universities and Colleges and its executive agency, The Canadian Universities Foundation. Membership is institutional, with associate membership open to national organizations of university personnel representing major academic or administrative divisions or interests within the universities.

Canadian Association of University Teachers, with its office in Ottawa, is an association of campus organizations of professors.

The Canadian Association for Adult Education conducts an information service, holds radio forums and conferences, and publishes Continuous Learning. Its permanent office is in Toronto. Its counterpart, with headquarters in Montreal, L'Institut canadien d'Education des Adultes, serves the same functions for French-speaking adults.

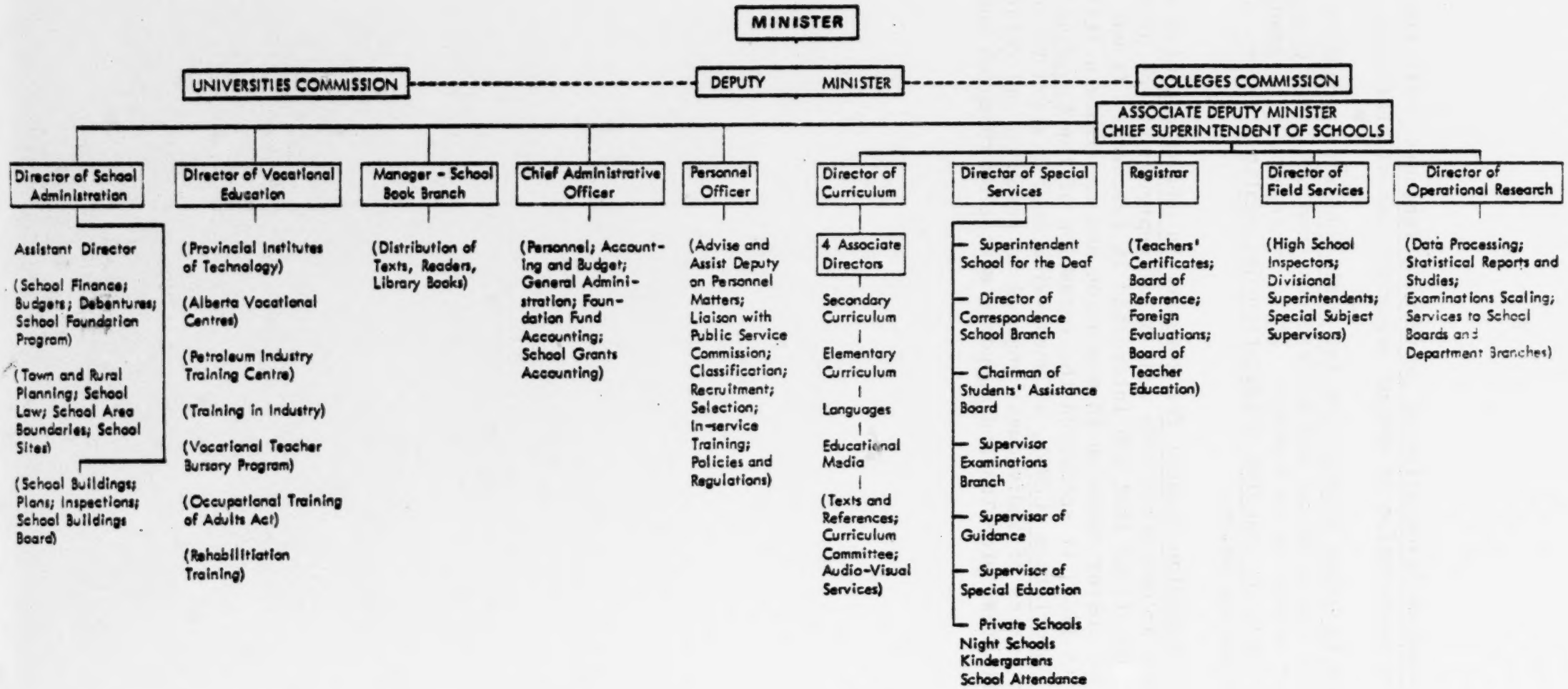
The Canadian Council for Research in Education, with headquarters in Ottawa, has an executive body made up of representatives of most of the foregoing associations that are interested in research. It was established to promote and foster research in education and to maintain liaison throughout the field. In 1967, it sponsored the formation of the Canadian Educational Researchers Association (CERA), a Canada-wide organization to represent the needs and interests of individuals engaged in research and related activities. The CERA initiates, promotes and supports education research and development.

RP/A

Appendix I

GOVERNMENT OF ALBERTA

DEPARTMENT OF EDUCATION


MINISTER
UNIVERSITIES COMMISSION
DEPUTY MINISTER
COLLEGES COMMISSION
ASSOCIATE DEPUTY MINISTER
CHIEF SUPERINTENDENT OF SCHOOLS
Director of School Administration
Director of Vocational Education
Manager - School Book Branch
Chief Administrative Officer
Personnel Officer
Director of Curriculum
Director of Special Services
Registrar
Director of Field Services
Director of Operational Research
Assistant Director
(School Finance; Budgets; Debentures; School Foundation Program)
(Town and Rural Planning; School Law; School Area Boundaries; School Sites)
(School Buildings; Plans; Inspections; School Buildings Board)
(Provincial Institutes of Technology)
(Alberta Vocational Centres)
(Petroleum Industry Training Centre)
(Training in Industry)
(Vocational Teacher Bursary Program)
(Occupational Training of Adults Act)
(Rehabilitation Training)
(Distribution of Texts, Readers, Library Books)
(Personnel; Accounting and Budget; General Administration; Foundation Fund Accounting; School Grants Accounting)
(Advise and Assist Deputy on Personnel Matters; Liaison with Public Service Commission; Classification; Recruitment; Selection; In-service Training; Policies and Regulations)
4 Associate Directors
Secondary Curriculum
Elementary Curriculum
Languages
Educational Media
(Texts and References; Curriculum Committee; Audio-Visual Services)
Superintendent School for the Deaf
Director of Correspondence School Branch
Chairman of Students' Assistance Board
Supervisor Examinations Branch
Supervisor of Guidance
Supervisor of Special Education
Private Schools
Night Schools
Kindergartens
School Attendance
(Teachers' Certificates; Board of Reference; Foreign Evaluations; Board of Teacher Education)
(High School Inspectors; Divisional Superintendents; Special Subject Supervisors)
(Data Processing; Statistical Reports and Studies; Examinations Scaling; Services to School Boards and Department Branches)

Appendix II

Addresses of Provincial and Territorial Departments of Education

Newfoundland	Department of Education, Confederation Building, ST. JOHN'S, Newfoundland.
Prince Edward Island	Department of Education, Province House, CHARLOTTETOWN, P.E.I.
Nova Scotia	Department of Education, Province House, HALIFAX, N.S.
New Brunswick	Department of Education, Legislative Building, FREDERICTON, N.B.
Quebec	Le Ministère de l'éducation, Edifice du parlement, QUEBEC, P.Q.
Ontario	Department of Education, Parliament Buildings, TORONTO, Ontario.
Manitoba	Department of Education, Legislative Building, WINNIPEG, Manitoba.
Saskatchewan	Department of Education, Legislative Building, REGINA, Saskatchewan.
Alberta	Department of Education, Legislative Building, EDMONTON, Alberta.
British Columbia	Department of Education, Parliament Buildings, VICTORIA, B.C.
Yukon Territory	Department of Education, P.O. Box 2703, WHITEHORSE, Y.T.
Northwest Territories	Department of Education, Government of the Northwest Territories, YELLOWKNIFE, N.W.T.

Appendix III

Current Publications of the Education Division, Dominion Bureau of Statistics

(Persons wishing notices of new publications are invited to write to the Education Division.)

Catalogue number		Price
	General	
81-201	Preliminary Statistics of Education. Bilingual	$ .75
81-208	Survey of Education Finance. Bilingual	.75
81-220	Advance Statistics of Education. Bilingual	.50
81-535	The Organization and Administration of Public Schools in Canada (3rd edition - 1966). English edition	2.00
81-515	A Graphic Presentation of Canadian Education. English and French editions	.75
81-533	Canadian Education Through Correspondence. Bilingual	.50
81-523	A Bibliographical Guide to Canadian Education. Bilingual	.75
81-524	Education Planning and the Expanding Economy. English and French editions	1.00
81-530	Student Progress through the Schools by Age and Grade. Bilingual	.75
12-528	A Manual of Accounting for School Boards. English edition	1.00
81-537	Statistics of Special Education for Exceptional Children. Bilingual	1.00
81-526	Census and Other Data for Vocational Counsellors, 1961 Census. English and French editions	1.00
	Elementary and Secondary Education	
81-202	Salaries and Qualifications of Teachers in Public Elementary and Secondary Schools. Bilingual	1.00
81-210	Survey of Elementary and Secondary Education. Bilingual	1.50
81-215	Statistics of Private Elementary and Secondary Schools. Bilingual	.25
81-216	Interprovincial Movement and Immigration of Children to Canada. Bilingual	.25
81-217	Enrolment and Staff in Schools for the Blind and Deaf. Bilingual	.25
81-540	Private Kindergarten and Nursery Schools in Canada. Bilingual	.25
	Higher Education	
81-203	Salaries and Qualifications of Teachers in Universities and Colleges. Bilingual	.75

Catalogue number		Price
81-204	Survey of Higher Education, Part I: Fall Enrolment in Universities and Colleges. Bilingual	.75
81-211	Survey of Higher Education, Part II: Degrees, Staff and Summary. Bilingual	.75
81-212	Canadian Universities, Income and Expenditure. Bilingual	.50
81-219	Tuition and Living Accommodation Costs at Canadian degree-granting Universities and Colleges. Bilingual	.25
81-203	University Teachers' Salaries. Bilingual - 1937-1960	.75
81-536	Awards for Graduate Study and Research. English edition	3.50
81-527	Degrees Held by Canadian University Teachers, 1963-64, Part I: Distribution by Rank, Faculty and Field. Bilingual	.75

Adult Cultural Activities

81-205	Survey of Libraries, Part I: Public Libraries. Bilingual	.75
81-206	Survey of Libraries, Part II: Academic Libraries. Bilingual	.75
81-207	Survey of Adult Education. Bilingual	.75
81-218	University and College Libraries, (Preliminary Release). Bilingual	.25
81-522	Participants in Further Education in Canada. Bilingual	.75
81-529	Museums and Art Galleries. Bilingual	.75
81-532	Survey of Libraries, Part III: Library Education, 1960-1965. Bilingual	.50

Vocational Education

81-209	Survey of Vocational Education and Training. Bilingual	1.00
81-213	Statistics of Private Business Colleges. English edition	.25
81-214	Statistics of Private Trade Schools. Bilingual	.25
81-539	Organized Training in Four Industry Groups. Bilingual	.75

(Remittances should be in the form of cheque or money order, made payable to the Receiver General of Canada and forwarded to the Publications Distribution, Dominion Bureau of Statistics, Ottawa, or to the Queen's Printer, Hull, P.Q.)